



Teens Against Tobacco Use (TATU) Evaluation Overview

The following are tools created by the American Lung Association of Washington and the Washington State Department of Health to evaluate the components of the TATU program.

1. TATU Training Workshop Evaluation

Primary Question: Are trainings effective in preparing adults to teach teens, and teens to teach younger youth, about TATU and/or tobacco issues?

Description: Used with adults (trainers) and youth (teachers/trainers) who receive TATU training. The survey is administered at the conclusion of the training. Does not provide demographic information about participants, or link to other data collection tools.

Assesses the following: Satisfaction with training content/facilitation (Q1-4), and self-efficacy for delivering training content (Q5-7), and summary comments about training (Q8-10).

Recommendations: Administer at every training of youth and adults.

2. TATU Pre-test & Post-test

Primary Question: Does participation in TATU change knowledge and attitudes about tobacco among teens? (This is the primary audience for the TATU program)

Description: Used with teen teachers who complete TATU training and teaching experience. The Pre-test is given at the start of the training. The Post-test is given at the end of the teaching experiences that follow the training (some youth may teach multiple times, and some only teach once; the Post-test is given one time only at the conclusion of the planned teaching experiences that follow the training). Demographic information

Assesses the following: Knowledge of tobacco facts (Q1,2,11-13), acceptance of tobacco use (Q3-5), susceptibility to tobacco use (Q6-8), peer advocacy (Q9-10), industry advocacy (Q14-17), demographics (Q18-19, pre-test), self-evaluation of teaching (Q18-21, post-test), overall response to TATU program (Q22-24).

Recommendations: Administer with all youth who are trained in TATU program. Allow sufficient time at conclusion of teaching experience for completion of the post-test – failure to complete the post-test survey is likely to be a problem.

3. TATU Classroom Coordinator Evaluation

Primary Question: Are classroom leaders/teachers satisfied with the information delivered to younger youth in TATU presentations? (Younger youth are the secondary audience for the TATU program)

Description: Given to the adult classroom leader at the conclusion of the TATU presentation (teacher, youth program leader/staff, etc.).

Assesses the following: Classroom/environment (Q1-4), satisfaction with TATU teens presentation (Q5-7), assessment of content (Q8), satisfaction with TATU program (Q9-11), classroom leader demographics (Q12-14).



Recommendations: Attempt to administer survey to the adult leader in any teaching class. If multiple leaders are present, ask primary leader to complete or complete jointly. Provide self-addressed envelope and/or incentive and/or wait for on-site completion if possible, to improve collection of data. The survey does not collect leader name, mailing address and/or interest in future TATU participation – this could be attached as a separate sheet.

4. Presentations Evaluation

Primary Question: Are youth receiving TATU presentations positively impacted by the information they receive? (Younger youth are the secondary audience for the TATU program)

Description: Given to younger youth who receive the TATU teen teacher presentations at the conclusion of each presentation.

Assesses the following: Demographics (Q1-2), assessment of content (Q3), receptivity to content (Q4-6), suggestions for improvement (Q7-8).

Recommendations: Use with sentinel classrooms/groups (for example, a few “typical” classrooms and a few “typical” community setting presentations). Not recommended for youth younger than 5th grade (due to reading level).